

Office of Institutional Diversity: The First 100 Days

Appendix B

Updates from Colleges and Central Administrative Offices

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College of Agricultural Sciences

- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Changing Position Descriptions to include faculty senate approved language;
- Asking faculty what they have done in this area during Periodic Review of Faculty (PROF); and
- Supporting Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), College Assistance Migrant Program (CAMP) camps and Louis Stokes Alliance for Minority Participation (LSAMP).

College of Business (COB)

- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Contracting with an external consultant to provide training with an opt out opportunity;
- Completed a series of focus groups of COB students with the goal of understanding how students view cultural competency, its relevance to business education, and how well they believe the college promotes cultural competency. We are using student focus group feedback to inform our plans and activities;
- Hosted three cultural competency workshops (February 19, April 21, April 22) for faculty and staff, designed to help enhance their cultural competency skills; faculty training also included exercises and discussion to support faculty in teaching their students cultural competency;
- Offer several K-12 outreach programs that promote business and entrepreneurial skill development and financial literacy in underserved schools, including schools that have high percentages of students eligible for free and reduced lunch;
- Hosted a diversity in the workplace panel on May 20 in Corvallis and invite faculty, staff, students and alumni;
- Hosted a networking luncheon on May 20 in Corvallis to provide mentoring opportunities for women and underrepresented racial and ethnic minorities;
- Hosted a networking event on May 23 in Portland (in collaboration with Pricewaterhouse Coopers) focused on advancing women's business leadership; and
- Have several faculty whose research advances underrepresented populations in business and business leadership.

College of Earth, Ocean and Atmospheric Sciences (CEOAS)

- Established Diversity Task Force;
- Changing Position Descriptions to include equity and inclusion activities;
- Including equity and inclusion as part of faculty reviews;
- Hired faculty diversity coordinator and a teaching assistant (TA) diversity coordinator;
- Specifically recruiting female faculty;

- Doing outreach activities over summer to 4-H camps for Hispanic and Native American youth;
- Financially sponsored attendance of Native Americans scientists at Coastal and Estuarine Research Federation conference in Portland in November 2015;
- Sending two professional faculty to SACNAS conference every year;
- Completed an analysis of diversity in the Earth Sciences and following up with some recommendations;
- Strategizing to continue the Increasing Diversity in Earth Sciences project to allow ongoing mentorship of underrepresented minorities in research;
- Modifying faculty search process to align with Provost Hiring Initiatives for new searches; and
- Dean completed Search Advocate training and will complete ADVANCE training in August and September 2016.

College of Education (COE)

- Following guidelines for Provost Hiring Initiatives for all ongoing searches for tenure track hires and instructors;
- Changing Position Descriptions to include faculty senate approved language;
- As part of our annual PROF reviews, ask faculty to describe how they have addressed diversity and equity in their professional roles;
- Through our informal Social and Environmental Justice in Education Work Group continue to promote professional development in this area, including organizing a screening of *I Learn America* in partnership with CAMP and INTO OSU;
- Promoting attendance at Social Justice Training Institute;
- Will support two OSU cohorts of teaching fellows in secondary mathematics or science through a Noyce Teaching Fellows project funded by a six-year NSF grant to support;
- Received Women's Giving Circle Grant to help low income teacher candidates and candidates of color with licensure and mandated licensure exam fees;
- Organized a panel of teachers and teacher candidates at the State English Learners Alliance Conference to discuss recruiting and sustaining bilingual teachers in Oregon schools;
- OSU's Outreach and Engagement Colloquium: award for Synergies project; poster session included Families Involved in Education Sociocultural Teaching and STEM (FIESTAS) and Bilingual Teacher Recruitment and Retention project;
- FIESTAS honored by the White House Initiative on Educational Excellence in September 2015, along with JUNTOS (Spanish for "together"), Oregon Leadership Institute and Tech Wizards;
- NSF-Advancing Informal STEM Learning (AISL) grant to continue Synergies informal STEM learning for youth in the diverse, under-served Parkrose neighborhood of Portland;
- Institute of Education Services (IES) and Spencer grant funded researcher-practitioner partnership with Oregon Department of Education to study longitudinal educational outcomes for K-12 students ever identified as English learners;

- Collaborating with Corvallis School District to bring the World Peace Game Camp to Linus Pauling Middle School in Aug. 2016, after conducting the World Peace Game at Hoover Elementary in 2014-15;
- Instructors Winston Cornwall and Mike O'Malley won the Phyllis Lee Award in 2016 and 2013 respectively;
- Our Strategic Plan includes goals related to diversifying the educator workforce through recruiting and retaining both candidates and faculty that mirror the state's demographics;
- Launched new programs with a focus in social justice: Beaverton Master of Arts in Teaching (MAT), Clinically Based Elementary; Language, Equity and Educational Policy (LEEP) PhD option; Social Justice and PK-12 English for Speakers of Other Languages (ESOL) EdM options;
- Collaboration with more than eight units to support *First Generation* film screening and panel;
- All-College meetings each include a different focus on social justice in education;
- Participating in state wide conversations about equity in education, including the Oregon Education Equity Summit through the Oregon Chief Education Office;
- Coordinated support for the Corvallis Multicultural Literacy Center through collective donations by University Leadership;
- Adult Education and Higher Education Leadership (AHE) hired new tenure line faculty to increase instruction and research on social justice in the discipline;
- Two new faculty members joined us in 2015-16 who both have research agendas focused on bilingual dual language education; one of them was hired through the 2014-15 Provost Initiative on Advancing Student Success through the Lens of Equity, Inclusion & Diversity; and
- Communications focused on engaging and recruiting low income students and students of color.

College of Engineering (COE)

- All schools incorporated training on implicit bias in their fall faculty retreats;
- Outside consulting group (Kardia Group) worked with COE Leadership, COE Faculty status committee and OSU leaders in diversity/inclusion, and delivered a workshop for faculty and staff (Dec. 2-3, 2015);
- Changing Position Descriptions to include faculty senate approved language;
- Kardia Group contracted to work with faculty in Mechanical, Industrial and Manufacturing Engineering (MIME) through National Science Foundation-funded Transforming Engineering Culture to Advance Inclusion and Diversity (TECAID) project focused on diversity/inclusion (TECAID team ran a pilot workshop for MIME faculty and staff on May 6);
- Chemical, Biological, and Environmental Engineering (CBEE) NSF-funded Revolutionizing Engineering Departments (RED) team has formed Equity & Inclusion task force in the unit; and

- Will work further with Kardia group to deliver equity/inclusion training opportunities for all faculty and staff in COE for next academic year, and to deliver a baseline climate survey focused on related issues or concerns.

College of Forestry (COF)

- Strengthening Education and Employment for Diverse Students (SEEDS) internship support for underrepresented minorities;
- Changing position descriptions to include faculty senate approved language;
- Addressing diversity issues in PROFs;
- Engagement with Oregon's Tribal Elders for their input on ways to make new Peavy Hall culturally relevant for Native Americans;
- Support for the Diverse Perspectives in Forestry Group (student-led effort);
- Formation of a Diversity, Equity and Inclusion Committee to align College and campus efforts;
- Lead on the OSU STEM Initiative for Native American High School Graduates;
- Cultural Inclusivity Workgroup for the Oregon Forest Science Complex building planning;
- Enhanced Recruiting of Under-Represented Minority (URM) Faculty and Students (report forthcoming);
- US Department of Agriculture (USDA) and Renewable Materials Multicultural Scholars Program;
- Women in the Woods, network for undergraduate and graduate students, faculty and professionals;
- Women Owning Woodlands Networks (WOWNet), network for landowners coordinated by the COF Extension Program; and
- New position being drafted: Diversity Program Coordinator for SEEDS, OSU STEM Leaders Program and URM Recruitment and Retention.

College of Liberal Arts (CLA)

- Has developed a formal leadership training/experience pipeline for underrepresented faculty ;
- Host college for the OREGON STATE ADVANCE NSF grant;
- Host college for the Difference, Power and Discrimination (DPD) program;
- Faculty are involved in shaping the Social Justice Education Foundational Curriculum;
- All Position Descriptions are currently under modification to include faculty senate approved language;
- Extended faculty liaison relationships with Educational Opportunities Program (EOP), the Cultural Centers, Diversity & Cultural Engagement (DCE);
- Sponsorship of a wide range of diversity-relevant cultural events on campus, including most recently the Stone Award for Lifetime Literary Achievement going to the nation's most prominent African American poet, Rita Dove;
- CLA is potential host of the newly refashioned International Degree Program major and minor, potentially housed in World Languages and Culture (WLC);

- Host college of the Ethnic Studies program (ES);
- Host college of the Women, Gender and Sexuality Studies program (WGSS); and
- CLA hosts the Jump Start Arts program each summer, which includes targeted diversity student opportunities.

School of Arts and Communication (SAC)

- Added Art 406 Community Arts course to teach community engagement to art students who connected with Tillamook High School art classes for a project, and included two bus trips for SAC art students to work with students there and one bus trip for the high school students to visit OSU. They work in a different Oregon community each time it is taught. This was highlighted on the cover of the spring 2016 Outreach and Engagement newsletter;
- OSU Theatre hosted a reading of “La Gringa,” the longest running off-Broadway Spanish language play; and Milagro Theatre’s bilingual play by Olga Sanchez, “Broken Promises,” as part of the Latin@ Theatre Project;
- SAC cohosts with Spring Creek Project the premiere of “Heart of a Forest,” by artist Paul D. Miller, aka DJ Spooky. The piece will be performed by SAC’s Wind Ensemble;
- Fairbanks Art Gallery presents diverse art exhibitions, recently including “Contemporary Japanese Prints” and artist Nigel Poor’s “The San Quentin Prison Report Archive Project: A collaboration between the arts and men from San Quentin Prison;”
- Music a’ la Carte hosts diverse performances each Friday at noon that are free and open to the public; and
- SAC’s Jumpstart precollege art camp offers scholarships to underrepresented and disadvantaged students.

School of History, Philosophy and Religion (SHPR)

- Support Professional and Managerial Internships in State Employment (PROMISE) interns;
- Anarres Project for Alternative Futures organized by Joseph Orosco and Tony Vogt;
- Citizenship and Crisis Initiative directed by Chris Nichols;
- Holocaust Memorial Week organized by Paul Kopperman;
- Hundere Endowment in Religion and Culture, including sponsorship of recent visit by Dr. Larycia Hawkins, controversial terminated faculty member from Wheaton College for wearing a hijab, who spoke on Muslim/Christian relations;
- OSU Disability Network organized by Stephanie Jenkins;
- Phronesis Lab organized by Shari Clough;
- Spring Creek Project directed by Charles Goodrich; and
- Program for Ethics, Society, and the Environment.

School of Language, Culture, and Society

- Principle Investigators (PIs) for OREGON STATE ADVANCE;
- Recognition of diversity impact of entire WGSS and ES curricula;
- Faculty participation on key university committees leading diversity efforts (e.g. Leadership Council for Diversity and Inclusion, committee to develop faculty and staff training around social justice and diversity, DPD advisory board, etc.);
- Queer Archives, cofounded and codirected by Bradley Boovy;
- PhD in WGSS starting this fall;
- International Film Festival;
- Queer Film Festival;
- Travel seminars (women in resistance in Guatemala, queer studies in Greece seminar, feminist London, spiritual pilgrimages in Spain, Chile, Costa Rica and Puerto Rico);
- Medical work with refugees in Iraq by Mehra Shirazi;
- *Feminist Formations* (one of the top journals in WGSS) moving to OSU this fall;
- Our new WGSS hire, H Rakes specializing in women of color feminisms, queer of color critiques, trans studies and disability studies;
- Social Justice Studies minor;
- Arts and social justice initiative (including collaboration with the Arts + Social Justice Living-Learning community);
- DPD and Cultural Diversity classes;
- Faculty participation in multiple national and international conferences addressing social justice and diversity;
- Faculty publications, emphasizing diversity and social justice;
- The entering College Student Services Administration (CSSA) cohort begins their experience with a social justice retreat;
- Consulting work outside OSU on social justice issues by a number of faculty;
- Community participatory work with Somali refugees in Portland led by Mehra Shirazi;
- Creation of new WLC B.A. focused on social justice applications of language and culture study;
- All CSSA students have a required Multicultural Issues course;
- Spanish for Native/Heritage speakers program to support the needs of Spanish-speaking students;
- Creation of WLC engaged learning experiences (field trips, projects, etc.) that bring OSU students in contact with diverse communities throughout the state (fotografía crítica project, visits to Mt. Angel and the Portland Mercado, etc.);
- Little Gallery exhibits that highlight the art of diverse cultures;
- Representation on advisory boards of the Pride Center, Centro Cultural César Chávez, and DPD program; and
- Social Justice Tour of Corvallis developed and led by Natchee Barnd

School of Psychological Sciences

- Majority of curriculum involves at some level issues of diversity, prejudice, human differences or related topics;
- Contemplative Studies Initiative;
- Unique classes on weight bias and disability studies;
- Internship program working with a variety of regional agencies, including locations focused on troubled and disadvantaged youth;
- Piloted use of personalized and adapted learning in an effort to boost student achievement in Intro to Psychology;
- Arranged with the publisher of Intro to Psychology textbooks to provide books free of charge to Pell Grant eligible students;
- Faculty involved in the Search Advocate program, DPD, Provost Council on Equity Inclusion, OSU Disability Network, etc.; and
- Faculty collaborate with Counseling & Psychological Services (CAPS) to identify trends in student mental health.

School of Public Policy

- Actively pursued and hired through Tenured Faculty Diversity Initiative (TFDI) initiative. New faculty have expertise in social class, minority, and first generation experiences in higher education;
- Actively pursue and matriculate international and diverse graduate student body, including McNair scholars, United States Agency for International Development (USAID) and Fulbright scholars;
- Develop and deliver multiple DPD courses in all three undergraduate programs including (but not limited to) the Economics of Discrimination, Gender and Race in Political Thought, and Social Inequality;
- Graduate program outcomes include, “A commitment to both domestic and international diversity, which will allow our students to navigate an increasingly interconnected world, work with stakeholders from various backgrounds, and address policy fields that are relevant to a variety of different populations;”
- Mandatory diversity training for all Masters in Public Policy (MPP) and PhD in Public Policy students;
- Organization and support of Annual Social Justice Conference as part of the Holocaust Memorial Week (in cooperation with SHPR);
- Panel discussion on confronting stereotypes about Islam organized by MPP students and MPP advisor;
- Faculty member serves on the American Economic Association’s Committee on the Status of Women in the Economics Profession. The goal is to identify effective methods for increasing female participation in the discipline;
- Faculty member has a United States Department of Agriculture USDA grant (2013-17) that involves student diversity internships and summer field schools with Tuskegee

University (historically black) and University of Alaska-Fairbanks (minority serving institution);

- Created ECON 480/580 Labor Economics and Social Policy, which includes topics on discrimination, education, health and other topics related to social justice, equity and diversity;
- Sociology advisor asked to talk with advising professionals about working with gender variant students and supporting student athletes who are often students of color from low socioeconomic backgrounds;
- Helped with creation of first-generation student network, including creation of story database. Created and promoted faculty and student panels related to first generation experiences;
- Sociology faculty research on success of first generation and minority college students;
- Oregon Policy Analysis Lab (OPAL) projects related to best practices for serving the homeless LGBTQ+ community in Corvallis, and Corvallis School District issues related to procedural justice and cultural bias;
- Develop and promote international experiences for students including Cuba, Canada and London;
- Teaching/outreach in state and federal prisons, including collaborative writing and civic engagement projects; and
- Gentrification and social justice tours of Portland, soon to be a Continuing Legal Education (CLE) course co-sponsored with Portland Business Alliance.

School of Writing, Literature, and Film

- Appointed an Internship and Outreach Coordinator for the graduate programs, who is arranging internships that will place students in internships doing such work as: (a) teaching literature and writing at Oak Creek Youth Correctional Facility; (b) working with DCE on workshops on “telling your story”; (c) providing literary feedback on manuscripts written by inmates at San Quentin Correctional Facility;
- Working on a similar position for the undergraduate level;
- Currently arranging a search to fit the criteria of the Tenured Faculty Diversity Initiative;
- Drafting an endowed post-doctoral or visiting assistant professor position on underrepresented/emerging literary cultures;
- Reinvented the English major survey sequences to include a new sequence in “Literature of the World,” which includes sections on (a) Mesoamerican/Caribbean literatures; (b) Asian literatures; (c) European literatures; and (d) Middle Eastern literatures;
- Reinvented ENG 221: African-American Literature and ENG 260: Literature of American Minorities;
- Hired an assistant professor in literacy studies, with a specialization in Latin@ linguistics, translation, and migrant-rights activism;
- Hired an assistant professor in Latin@ literature; and
- Outreach into local and Portland schools in connection with the awarding, to poet Rita Dove, of the Stone Award.

College of Pharmacy (COP)

- Provide hands-on research experience to high achieving high school students from socially or economically disadvantaged backgrounds;
- Student-led health fairs at events such as Mi Familia and Vietnamese New Year;
- Offering COP's Early Assurance admissions program at key feeder schools with greater student diversity; and
- Changing Position Descriptions to include faculty senate approved language.

College of Public Health and Human Sciences (CPHHS)

- Student recruitment efforts emphasizing diversity;
- Include social justice issues in the curriculum;
- Collaborating across the division on diversity hires;
- Have an active Equity, Inclusion and Diversity (EID) Enhancement Team comprised of students, staff and faculty including our four recent Provost's Initiative hires;
- Have dedicated full time equivalent FTE assigned to EID leadership;
- Hosting College-wide Equity, Inclusion and Diversity Symposium in May with a 'Beyond Business as Usual' focus;
- Gathered response from close to 850 students who voiced their ideas and experiences about equity, inclusion, diversity and social justice in our first annual CPHHS Climate Survey giving us a good baseline measure and providing guidance for planning efforts;
- Infusing DPD and social justice content throughout our curriculum;
- Integrated Faculty Senate approved language into position descriptions;
- Developed and adopted documents providing support on how to report EID activities on PROFs; and
- Developing pathway programs for recruitment of under-represented faculty and students.

College of Science (COS)

- Changing Position Descriptions to include faculty senate approved language;
- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Supporting Mi Familia Weekend;
- Inviting outside speakers to campus to support social justice efforts;
- Supporting diverse student organizations, including participating in and supporting LGBTQ events, Black Graduate Student Association events, LSAMP, and Science & math Investigative Learning Experiences (SMILE);
- Attending events such as Take Back the Night;
- Seeking grants that support diversity efforts (Noyce Teaching Fellow project, OSU Science, Technology, Engineering and Math[STEM] Leaders);
- Outreach through conference attendance and by participating on panels e.g., SACNAS attendance and panel participation related to mentoring and career success requested by Committee on Minorities for upcoming 2016 Joint Statistical Meetings (JSM);

- Hosting conferences, e.g., Conference for Undergraduate Women in Physics, Jan. 2016, Infinite Possibilities Conference, Mar. 2015;
- Promoting training, e.g., OREGON STATE ADVANCE Working Group seminar and Jennifer Dennis met with our leadership team and discussed best practices for pipeline programs to enhance diversity and create a culture of a welcoming and success;
- Launched a Diversity Working Group as part of our 2015-2020 Strategic Plan. This team will examine ways to enhance diversity recruiting in our graduate programs and the diversity of our faculty and staff, especially through the searches that are currently underway; and
- The College has expanded the support for underrepresented minorities in Summer Undergraduate Research Experience in Science (SURE Science) that offers summer scholarships to undergraduate students seeking a research experience to complement their academic experience.

College of Veterinary Medicine

- Hosts a high school summer camp for students from underrepresented backgrounds in the health professions; and
- Holding moderated college-wide conversations around diversity and inclusion

Honors College (HC)

- Proactively identified, mentored and supported OSU students in the application process for the Benjamin Gilman International Scholarship in 2015-16. The Gilman scholarship aims to diversify participation in education abroad by offering generous scholarships to undergraduates who receive the Federal Pell Grant. This academic year (summer 2015-spring 2016), Prestigious Scholarships supported 37 students to apply for the Gilman, and 15 students were recipients resulting in \$68,000 in funding. Among these students are first-generation and non-traditional students, students with diverse ethnic backgrounds, students with disabilities and all recipients have high financial need. Prestigious Scholarships also supported a record number of 38 candidates for the summer 2016 and fall/academic year Gilman application cycle. The first results are in (summer only) with eight winners representing \$25,000 in funding;
- Supported a Truman scholarship candidate who is a first-generation college student from rural eastern Oregon and identifies as LGBTQ, and an EOP summer scholar. The candidate was the first ever OSU student to achieve finalist status in the competition;
- Partnered with the EOP to reach diverse student participation including students of color, students with disabilities, low-income, first-generation, and non-traditional students. Held a Gilman scholarship information session in Waldo for EOP students;
- Engaged in thoughtful reflection and discussion regarding the historical legacies of prestigious scholarships. Considered, in particular, the legacy of Cecil Rhodes in the context of the current era of student activism on college campuses. Submitted an article for publication in the National Association of Student Personnel Administrators (NASPA)

Journal of College and Character and will present at the upcoming Sixth Social Justice conference at OSU on May 6;

- A subcommittee of HC faculty and staff have worked together to develop equity and inclusion language to be incorporated into all HC position descriptions. This includes two elements. First, a values statement in the high-level position description describes the HC commitment not only to equity, inclusion and diversity but also to supporting employees in the process of learning about and advancing these priorities. Second, a statement immediately above the percentage breakdown of specific job responsibilities has been drafted and indicates that those values should be implemented throughout the responsibilities. We decided on this approach rather assigning a specific percentage of the job duties to equity and inclusion, to avoid the perception that this work, if assigned a particular percentage, is less important than and/or separate from other responsibilities;
- We have supported the development of multiple programs for HC students on various issues related to equity, inclusion and diversity. The following programs provide a snapshot of the types of programming and conversation that have taken place in the current academic year:
 - Navigating the “Isms” lead by West Hall Community Relations Facilitator staff member Raven; Students learned:
 - About the five faces of oppression and how they manifest into isms
 - How to recognize and spot when an ism occurs or takes place
 - How to recognize the historical context of isms.
 - And how to create a community to combat isms.
 - Sponsorship of the Diversity Career Symposium 2016
 - Promoted this event to our students from diverse backgrounds and veterans and provided transportation to attend the event.
 - Women’s Giving Circle Grant Proposal – Building a Better Community through Literature & Dialogue
 - Our objective with this program is to engage second and third year students in meaningful discussions surrounding social justice issues to create a more aware, informed and respectful OSU community. With the theme of social justice, students will begin to develop a critical perspective to challenge paradigms, and develop tools to become an informed change agent.
 - Literary Arts Trip to attend a lecture by Mohsin Hamid
 - An opportunity for HC students to read *Moth Smoke* by Mohsin Hamid and hear from the author on April 28 in Portland.
 - Dinner with Dr. Larycia Hawkins – May 9
 - HC students welcomed Dr. Larycia Hawkins to OSU on May 9 for dinner as part of the Hundere Endowment. Dr. Larycia Hawkins was part of a large scale movement of Women in Solidarity with Hijabs.
 - Expansion of HC Peer Mentoring Program to include transfer students and students from rural backgrounds – beginning in the fall 2016
 - HC sponsorship and participation in Mi Familia

- HC is undergoing our external program review in mid-May. We have asked that issues of equity, inclusion and diversity be one of the lenses through which the external review is completed. The Associate Director of the National Center for Institutional Diversity will be one of the two external reviewers to help in this assessment.

Graduate School

- Supports Black Graduate Student Association (BGSA);
- Staff participated in committee of Human Library. The Human Library offers a comfortable environment for diverse people to meet, ask questions and learn from each other;
- Graduate Student Success Initiative: Provides support and professional training opportunities for diverse conversation among students from different back grounds;
- The Graduate Student Advisory Council: Identifies concerns and develops strategies to expand and improve our efforts and our commitment to improving the graduate student experience at OSU. Topics may include but are not limited to advisor-advisee relationships, professional development opportunities, funding, student government, educational inequities and social injustice and any other topic that the members identify;
- Staff participation in three national presentations and provided reports to OSU on dual-career hiring based on participation as Co-PI, NSF Partnership for Adaptation, Implementation and Dissemination (PAID). “The Two-Body Problem: An Evaluation of University Partner Accommodation Policies with Implications for Recruitment, Retention, and Promotion of STEM Women” (Grant #1310049);
- Staff presented on partner accommodation policies to increase the participation of women in STEM fields at the NSF ADVANCE PI meeting;
- Diversity Scholar Recruitment Award: This is a Graduate School award of tuition budget given to faculty based on successful recruitment of non-traditional graduate students. Preference is given to faculty hired within last five years (who are themselves generally subject to Provost Initiative hiring requirements). Full guidelines here: <http://gradschool.oregonstate.edu/awards/diversity-scholars>;
- Leadership has completed Search Advocate training;
- Developed and delivered online GRAD elective, GRAD 542: The Inclusive College Classroom, so that online Graduate Certificate in College and University Teaching (GCCUT) students, and other who are unable to take the site-based section of the course, may do so;
- Strengthening our partnership with International Programs (IP) to deliver a half-day teaching training orientation specifically tailored to international Graduate Teaching Assistants’ (GTA) experiences and needs;
- Exploring partnerships with units across campus that might be well-suited to host Center for the Integration of Research, Teaching, and Learning (CIRTL) students who are engaged in Teaching-as-Research Projects (TAR), with a goal of identifying units and

teaching research projects that may add to what OSU knows about teaching diverse learners;

- Creating best practices for engaging URM students from historically black colleges and universities (HBCUs) and minority-serving institutions (MSI) for recruitment to OSU graduate programs;
- Staff presented to EOP students on how to apply for graduate school;
- Staff participated in student panels in Salem (Diversity Recruitment) and Portland (Black Student Success Summit) to share opportunities about pursuing graduate school;
- Participated in DPD training and serves on the OSU ADVANCE grant Internal Advisory Board;
- Led an effort to modify academic and employment applications to include information that would allow us to assess the success of members of the LGBTQ+ community;
- Benchmarking OSU to Council of Graduate Schools (CGS) national data, identifying gaps, and utilizing CGS best practices to improve retention and completion among minority students;
- Creation of 10-year data profiles on select graduate performance metrics, attention to diversity;
- Annual assessment and bi-annual evaluation reports ask targeted questions around diversity across the student life cycle, based on data provided;
- The Graduate Program Review guidelines were revised over the last several years in order to ensure targeted questions on diversity, equity and inclusion in graduate programs;
- A revised Exit Survey was launched in U2014 with specific questions added and revised around inclusivity and diversity at OSU at-large and in graduate programs, specifically. These questions allow data monitoring from our graduates' points of view and to identify problematic areas where targeted attention is warranted;
- Participated in, and represented graduate education on, the task force convened to begin exploration of Adaptive and Personalized Learning platforms at OSU, which have the potential to be an educational equity tool;
- Consistently participated in the conceptualization, dissemination, analysis and after-action items of the Campus Inclusivity Survey, spearheaded by the Division of Student Affairs, in order to ensure graduate education representation in this important diversity initiative;
- Involved with the SB 473 working group, which is exploring how to implement expanded options for gender identity, sexual orientation, name-in-use and pronoun-in-use options in OSU official systems, so that the student's identity can be honored and data collection on diversity around gender identity and sexual affection can occur;
- Promote diversity and inclusivity initiatives to OSU graduate students through our main communication platforms, including constant encouragement to reap the benefits of our institutional membership in the National Center for Faculty Development & Diversity (NCFDD); and

- Members of the Graduate School have been key leaders in the OSU Inclusivity and Civility Working Group for several years, including providing direct support for the OSU Community Culture Civility Film.

Undergraduate Studies

- Student Success Collaborative-Developing predictive analytics for advisers to help close the gaps on student success;
- Diversity in Advising workgroup;
- Undergraduate Research, Scholarship and the Arts (URSA) Engage: undergraduate research awards that focus on early engagement (freshmen and sophomores) and promote diversity;
- Team Research Challenge: undergraduate research opportunity that promotes teamwork and community building;
- Support for EOP, CAMP and TRiO Student Support Services Programs (SSS);
- Monitoring Advising Analytics to Promote Success (MAAPS)-intensive advising: 4-year study on proactive advising for first-generation-in-college students and low income students;
- FIRST events: series of events that support first-generation-in-college students;
- Bridge Encouraging Successful Transition (BEST) Summer Bridge Program;
- Women Leadership, Empowerment, Advancement and Distinction (LEAD) Event; and
- Support a variety of campus-wide events to advance student success and inclusion.

Outreach and Engagement (O&E)

- Hosts the Diversity Catalyst Team
 - Created an “O&E Diversity Action Plan”
 - Updated the “Diversity Recruitment Policy”
- Drafted position for Equity and Community Associate;
- Support development of programs and initiatives which support diverse communities
 - Juntos Program across the state
 - Native American Pipeline Initiative
- Developing LGBTQ+ support module;
- Organizes annual Roads Scholar Tour in Oregon communities;
- Required Search Advocate for all searches;
- All position descriptions include faculty senate approved language; and
- Provides an annual “Vice Provost Award for Excellence in Diversity.”

Extended Campus

- Staff are to set goals around diversity and social justice; and
- Staff complete search advocate training.

Finance and Administration

- Revising strategic plan and will address social justice;
- Improving student staff interactions; and
- Addressing these topics in annual performance reviews.

Information Services

- Include cultural sensitivity awareness in the customer service training taken by all those who staff service points and/or engage students. We have several service desks so this is an important step;
- Have each staff member identify a development goal each year as part of the performance evaluation process, which might include an inclusivity or social justice topic;
- Proactively send staff to university training on inclusivity;
- Develop a formal approach to on-boarding new staff which will include inclusivity and our workplace expectations;
- Updating the language in Position Descriptions and advertise in ways that may recruit a more diverse applicant pool; and
- Sending several more people to Search Advocate training.

OSU-Cascades

- Cultural Diversity Training – Three sessions with Pacific Source for students/staff/faculty;
- Safe Zone Training for Students and Staff – Two separate sessions offered;
- Intercultural Communication and Equity Workshops – Three workshops for students;
- Dakota 38 + 2 Presentations and Film for students/staff and community – two viewings;
- Search Advocacy Continuing Education Training;
- Let's Talk About Race;
- Season of Non-Violence--Expanding the Circle of Human Concern and Opening the Question of Race to the Question of Belonging;
- Whistling Vivaldi Book Group – Six discussions;
- Undocumented Students Webinar;
- Meeting the Needs of Veteran Students Webinar;
- Inclusive Classrooms Future Training with Jane Waite, Associate Professor of Social Justice;
- Student Climate Survey with Daniel Newhart, Student Affairs Research and Evaluation;
- Continuing meetings and conversations with Janet Nishihara regarding TRiO and Student Success Programs; and
- Continuing meetings and conversations with Nana Osei-Kofi regarding DPD.